



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4250 N Romero Rd, Tucson, AZ 85705

Flowing Wells Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Brett Karl Bonner  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
Web Address : [www.floatingwells.k12.az.us](http://www.floatingwells.k12.az.us)  
Phone Number : (520) 696-8250  
Fax Number : (520) 690-5614  
E-mail : [bonnerb@floatingwells.k12.az.us](mailto:bonnerb@floatingwells.k12.az.us)

### Mission

The mission of Homer Davis Elementary School is to provide a caring atmosphere with opportunities for each child to grow academically and in relationship with each other and the world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will demonstrate effective reading comprehension skills, enjoy and critically analyze quality literature.
- ü Students will demonstrate effective mathematic basic skills and problem-solving strategies.
- ü Students will effectively communicate in written language using the 'Six Traits of Writing' model.
- ü Students will develop critical thinking skills through scientific inquiry.

### Enrollment

October 1, 2005 School Year Student Enrollment : 500  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 37

## Instructional Programs

- ü Literature-Based Reading
- ü ESL
- ü Music, Chorus, Band, and Orchestra
- ü On-site Special Education
- ü Problem-Solving Mathematics
- ü Title I Reading Lab
- ü Environmental Education Science
- ü Center for Academically Talented Student

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Parents are provided extensive resources that include handbooks, parenting resources, parent pledges, and regular progress reports. The school maintains a safe environment through enforcement of zero-tolerance of weapons, drugs and violence.

### Parents

Parents are expected to send their students to school and to notify the school in the event of absences. Additionally, parents are asked to fulfill commitments as articulated in the School/Parent Pledge.

## Transportation Policy

The Flowing Wells District Governing Board has developed a comprehensive transportation plan which serves all students within our district based upon their needs and location in relation to their schools.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona A+ Top Ten Award	1984
ü PeaceBuilder School	1996
ü Arizona A+ State Award	1998
ü US Department of Education Blue Ribbon Award	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	379	80010	100	98	99	440	447	447	13	8	10	18	20	18	61	56	53	8	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	180	38935	100	99	99	439	449	447	11	6	9	18	22	19	64	58	55	7	15	17
Male	44	199	40974	100	98	98	441	445	448	14	11	11	18	19	18	59	54	52	9	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	29	194	34545	100	97	99	430	444	432	21	10	14	14	20	24	66	59	53	NA	11	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	37	162	35142	100	99	99	453	453	465	5	7	5	19	20	11	59	51	56	16	22	28
Students with Disabilities	10	48	10161	100	91	93	NA	417	419	NA	27	28	NA	33	28	NA	35	36	NA	4	8
Students without Disabilities	62	331	69849	100	100	100	447	451	451	6	6	7	18	18	17	66	59	56	10	17	19
Limited English Proficient Students	10	51	14013	100	96	97	NA	412	413	NA	25	24	NA	35	34	NA	39	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	262	39029	100	98	98	434	442	432	14	10	14	21	23	25	59	56	52	5	11	9
Non-Economically Disadvantaged	16	117	40981	100	99	100	462	459	462	6	6	6	6	14	13	69	55	54	19	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	365	79438	100	95	98	442	448	451	17	10	9	21	25	24	56	55	56	7	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	175	38775	100	97	99	441	453	457	11	7	7	29	24	22	57	58	58	4	11	13
Male	44	190	40560	100	93	97	442	444	446	20	12	12	16	26	25	55	52	54	9	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	29	189	34297	100	95	98	429	439	434	24	14	14	17	26	31	55	53	50	3	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	37	154	34887	100	94	98	456	459	471	11	5	4	22	25	15	57	57	63	11	14	18
Students with Disabilities	10	36	9588	100	68	88	NA	414	416	NA	25	30	NA	42	32	NA	28	34	NA	6	5
Students without Disabilities	62	329	69850	100	99	100	451	452	456	10	8	7	21	23	23	61	57	59	8	11	12
Limited English Proficient Students	10	47	13856	100	89	96	NA	386	407	NA	45	27	NA	38	43	NA	17	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	251	38685	100	94	97	433	439	435	20	14	14	25	29	32	48	50	50	7	8	5
Non-Economically Disadvantaged	16	114	40753	100	97	99	473	468	467	6	2	5	6	18	16	81	65	62	6	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	381	79971	99	99	99	400	416	423	14	12	8	44	38	41	39	44	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	180	38974	100	99	99	426	441	437	7	7	5	32	28	33	61	57	57	NA	9	4
Male	43	201	40895	98	99	98	384	394	410	19	17	10	51	48	47	26	33	41	5	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	28	198	34481	97	99	99	399	415	410	14	13	10	43	37	46	39	45	43	4	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	37	161	35150	100	99	99	405	417	437	14	12	5	43	40	35	41	41	56	3	7	5
Students with Disabilities	10	53	10258	100	100	94	NA	327	377	NA	42	23	NA	40	51	NA	17	25	NA	2	1
Students without Disabilities	61	328	69713	98	99	100	415	430	429	8	7	5	44	38	39	44	48	52	3	6	3
Limited English Proficient Students	10	53	13985	100	100	97	NA	344	382	NA	32	18	NA	57	54	NA	11	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	55	264	38994	98	99	98	393	407	409	16	14	10	47	42	47	35	40	41	2	4	1
Non-Economically Disadvantaged	16	117	40977	100	99	100	427	436	437	6	7	5	31	31	34	56	54	56	6	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	389	80147	98	98	99	476	481	482	20	11	11	7	12	17	47	55	49	27	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	193	39281	100	97	99	481	477	483	20	11	9	3	13	17	43	54	50	33	22	24
Male	30	196	40780	97	99	98	472	484	482	20	12	12	10	10	17	50	56	48	20	22	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	31	191	33494	100	98	99	470	474	466	19	13	15	3	14	23	61	57	49	16	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	25	181	36122	96	98	99	488	488	501	16	9	5	12	9	10	28	54	50	44	29	35
Students with Disabilities	13	62	10295	100	91	92	424	440	443	54	29	33	15	26	26	23	40	33	8	5	8
Students without Disabilities	47	327	69852	98	100	100	491	488	488	11	8	7	4	9	16	53	57	51	32	25	26
Limited English Proficient Students	10	44	12722	100	98	97	NA	436	441	NA	36	27	NA	23	33	NA	39	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	43	264	38371	100	99	97	462	473	465	26	13	15	9	14	23	49	55	49	16	18	13
Non-Economically Disadvantaged	17	125	41776	94	97	100	513	496	498	6	8	6	NA	6	11	41	54	49	53	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	367	79686	98	93	98	455	470	470	20	10	11	27	22	24	45	60	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	185	39163	100	93	99	462	471	475	20	10	9	17	19	22	53	63	60	10	8	10
Male	30	182	40438	97	92	97	447	468	465	20	10	13	37	25	25	37	58	54	7	7	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	31	181	33299	100	93	98	447	456	452	19	13	17	32	31	32	42	52	47	6	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	25	171	35914	96	92	98	466	483	489	16	6	5	24	13	15	48	69	67	12	11	14
Students with Disabilities	13	42	9808	100	62	87	411	438	432	54	33	35	38	31	32	NA	31	30	8	5	3
Students without Disabilities	47	325	69878	98	99	100	467	474	475	11	7	8	23	21	23	57	64	61	9	7	9
Limited English Proficient Students	10	40	12594	100	89	96	NA	409	422	NA	45	34	NA	43	45	NA	13	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	43	247	38095	100	93	97	439	460	452	26	12	17	37	28	32	33	56	48	5	4	3
Non-Economically Disadvantaged	17	120	41591	94	93	99	495	489	486	6	7	6	NA	11	16	76	69	65	18	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	394	80372	98	99	99	446	456	475	13	10	4	35	32	30	52	58	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	198	39452	100	99	99	463	466	488	13	9	3	30	26	22	57	64	72	NA	1	3
Male	30	196	40836	97	99	98	430	445	464	13	11	6	40	38	37	47	52	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	31	193	33608	100	99	99	431	446	462	23	12	6	29	34	36	48	53	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	25	184	36213	96	99	99	464	465	489	4	7	2	36	29	22	60	63	72	NA	1	3
Students with Disabilities	13	67	10526	100	99	94	390	393	427	23	28	15	69	54	53	8	18	31	NA	NA	1
Students without Disabilities	47	327	69846	98	100	100	462	468	482	11	6	3	26	28	26	64	66	69	NA	1	2
Limited English Proficient Students	10	46	12747	100	100	97	NA	389	432	NA	30	12	NA	41	52	NA	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	43	267	38521	100	100	98	425	446	461	19	11	6	44	37	38	37	51	55	NA	1	1
Non-Economically Disadvantaged	17	127	41851	94	98	100	500	476	489	NA	7	3	12	21	22	88	72	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	431	79306	97	98	99	499	504	504	13	11	13	13	19	20	61	52	49	12	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	211	38845	94	97	99	508	507	505	13	7	11	3	17	20	67	58	50	17	18	18
Male	37	220	40383	100	100	98	492	502	504	14	15	14	22	21	19	57	45	47	8	18	19
African American	NC	15	4171	NC	100	98	NC	512	485	NC	NA	20	NC	20	26	NC	67	44	NC	13	10
Hispanic	29	205	32673	91	97	99	492	493	487	17	16	18	14	22	25	59	46	46	10	15	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	35	195	36234	100	100	99	507	514	523	9	7	6	14	15	13	63	57	52	14	21	28
Students with Disabilities	16	72	10286	84	89	91	460	466	462	38	36	41	31	28	27	25	32	27	6	4	5
Students without Disabilities	51	359	69020	100	100	100	511	512	510	6	6	9	8	17	18	73	56	52	14	21	21
Limited English Proficient Students	NC	40	10291	NC	93	96	NC	452	458	NC	40	38	NC	43	34	NC	15	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	46	261	37437	94	96	97	492	494	486	17	15	19	13	22	26	61	49	46	9	14	9
Non-Economically Disadvantaged	21	170	41869	100	100	100	514	520	521	5	5	7	14	14	14	62	56	51	19	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	409	79000	100	93	98	484	489	489	14	10	10	21	22	24	54	59	58	10	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	207	38774	100	95	99	496	495	494	6	4	7	16	21	22	66	65	61	13	10	10
Male	38	202	40150	100	91	98	473	484	485	21	15	12	26	23	25	45	52	55	8	10	8
African American	NC	15	4153	NC	100	98	NC	500	476	NC	NA	13	NC	20	30	NC	73	53	NC	7	4
Hispanic	32	193	32508	100	91	98	475	478	472	16	14	15	25	26	33	53	52	49	6	7	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	35	186	36135	100	95	98	494	500	508	11	6	4	20	17	14	54	64	67	14	13	15
Students with Disabilities	19	52	9991	100	64	88	437	454	449	42	23	33	47	50	36	11	23	29	NA	4	2
Students without Disabilities	51	357	69009	100	100	100	501	494	495	4	8	6	12	18	22	71	64	62	14	11	10
Limited English Proficient Students	NC	40	10199	NC	93	95	NC	424	439	NC	55	35	NC	38	47	NC	8	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	49	247	37234	100	91	97	477	479	472	16	15	15	24	26	33	51	54	50	8	6	3
Non-Economically Disadvantaged	21	162	41766	100	97	99	499	506	505	10	2	5	14	16	16	62	66	65	14	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	438	79611	100	100	99	492	496	496	9	8	7	34	33	37	57	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	216	39016	100	100	99	509	510	511	9	6	4	16	24	29	75	70	66	NA	NA	1
Male	38	222	40519	100	100	98	478	482	482	8	9	10	50	43	44	42	48	46	NA	NA	0
African American	NC	15	4188	NC	100	98	NC	536	486	NC	NA	9	NC	7	40	NC	93	50	NC	NA	0
Hispanic	32	210	32855	100	100	99	494	484	481	9	11	10	31	37	43	59	52	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	35	196	36380	100	100	99	495	506	511	6	4	4	40	32	30	54	64	65	NA	NA	1
Students with Disabilities	19	80	10664	100	99	94	439	445	440	21	18	23	68	68	54	11	15	22	NA	NA	1
Students without Disabilities	51	358	68947	100	100	100	512	507	504	4	6	4	22	26	34	75	69	61	NA	NA	1
Limited English Proficient Students	NC	41	10362	NC	95	97	NC	402	438	NC	41	22	NC	46	57	NC	12	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	49	269	37626	100	99	98	488	487	479	8	10	10	39	38	45	53	52	45	NA	NA	0
Non-Economically Disadvantaged	21	169	41985	100	100	100	500	510	511	10	4	4	24	26	30	67	70	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	452	79327	94	96	98	515	519	518	17	13	19	16	19	20	57	55	46	10	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	243	38961	100	98	98	511	521	520	23	12	16	8	16	20	63	59	48	8	13	16
Male	37	209	40295	88	94	97	519	516	516	11	14	21	24	22	19	51	51	44	14	13	16
African American	NC	13	4247	NC	100	98	NC	511	499	NC	15	27	NC	23	24	NC	54	41	NC	8	8
Hispanic	36	221	32327	90	96	98	508	509	499	19	18	27	19	21	25	53	53	41	8	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	36	209	36373	97	97	98	519	529	538	17	9	10	14	16	14	56	57	52	14	18	25
Students with Disabilities	NC	53	9321	NC	76	87	NC	475	467	NC	42	54	NC	34	22	NC	23	21	NC	2	3
Students without Disabilities	70	399	70006	100	100	100	521	524	524	11	10	14	16	17	19	61	59	49	11	14	18
Limited English Proficient Students	NC	32	9431	NC	100	95	NC	467	466	NC	53	53	NC	28	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	64	303	37097	93	94	97	511	511	498	20	17	27	14	20	25	56	51	41	9	11	7
Non-Economically Disadvantaged	13	149	42230	100	100	99	534	535	535	NA	5	11	23	15	15	62	64	50	15	16	24

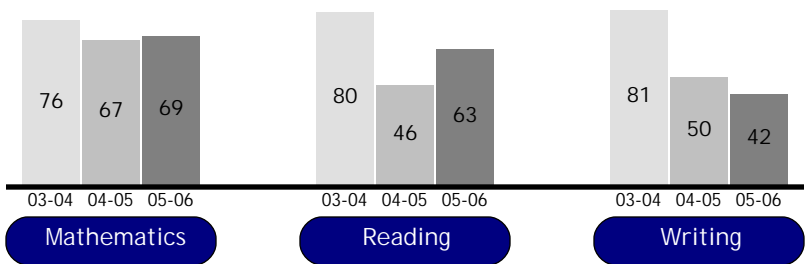
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	446	79501	100	95	98	493	503	497	9	4	10	29	24	25	60	68	60	2	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	241	39062	100	98	99	498	506	502	8	4	8	25	21	23	63	71	64	5	4	5
Male	42	205	40368	100	92	98	489	498	491	10	5	13	33	28	27	57	64	57	NA	3	3
African American	NC	13	4279	NC	100	99	NC	499	485	NC	8	14	NC	23	30	NC	69	54	NC	NA	2
Hispanic	40	215	32389	100	93	98	484	493	478	15	7	16	33	32	34	48	58	48	5	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	37	209	36446	100	97	99	502	512	516	3	1	4	24	17	15	73	77	73	NA	5	7
Students with Disabilities	12	47	9411	100	67	88	448	470	453	33	15	36	50	43	36	17	43	26	NA	NA	1
Students without Disabilities	70	399	70090	100	100	100	501	506	502	4	3	7	26	22	24	67	71	65	3	4	5
Limited English Proficient Students	NC	28	9401	NC	88	94	NC	447	443	NC	32	40	NC	57	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	69	299	37183	100	93	97	491	496	479	10	6	16	29	29	34	58	61	49	3	4	1
Non-Economically Disadvantaged	13	147	42318	100	99	99	508	516	513	NA	1	5	31	15	17	69	81	70	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	469	80000	100	100	99	543	552	564	NA	3	3	22	16	11	76	71	75	2	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	248	39288	100	100	99	556	569	579	NA	1	2	10	10	6	85	75	77	5	14	16
Male	42	221	40644	100	100	98	531	533	549	NA	5	4	33	23	15	67	67	74	NA	5	7
African American	NC	13	4307	NC	100	99	NC	575	551	NC	NA	4	NC	8	13	NC	85	75	NC	8	7
Hispanic	40	232	32672	100	100	99	543	545	548	NA	3	4	20	19	14	78	72	76	3	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	37	214	36602	100	100	99	539	558	579	NA	3	2	27	14	7	70	68	75	3	14	16
Students with Disabilities	12	69	9919	100	99	93	497	492	505	NA	7	9	67	54	35	33	38	54	NA	1	2
Students without Disabilities	70	400	70081	100	100	100	551	562	571	NA	2	2	14	10	7	83	77	79	3	12	12
Limited English Proficient Students	NC	33	9571	NC	100	96	NC	465	502	NC	15	10	NC	39	29	NC	45	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	69	320	37534	100	100	98	538	542	547	NA	3	4	23	19	15	75	73	76	1	5	5
Non-Economically Disadvantaged	13	149	42466	100	100	100	569	575	578	NA	1	2	15	10	7	77	68	75	8	21	16

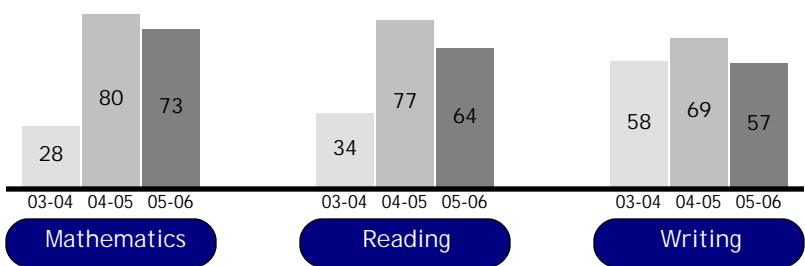
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	61	NA	58	100	47	43	47	100	30	39	46
	Language	97	79	54	50	100	55	46	47	100	39	44	48
	Mathematics	97	76	69	64	100	62	50	50	100	44	46	52
3	Reading	96	54	NA	55	100	37	44	44	100	37	44	46
	Language	95	59	59	61	100	37	41	44	99	35	41	46
	Mathematics	95	64	63	61	100	51	51	51	100	44	50	52
4	Reading	100	57	NA	56	100	48	48	48	98	39	52	52
	Language	100	54	52	52	100	48	50	49	98	41	48	52
	Mathematics	100	68	62	61	100	54	56	53	98	48	58	58
5	Reading	98	38	NA	55	100	49	49	50	100	52	58	56
	Language	97	41	47	49	100	48	47	50	100	44	52	54
	Mathematics	98	51	59	63	100	51	47	49	97	48	52	52
6	Reading	95	44	NA	56	100	46	52	51	100	52	58	56
	Language	94	39	48	48	100	39	47	47	100	44	48	50
	Mathematics	94	51	67	66	100	41	52	52	94	59	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Homer Davis Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Textbook Selection
- ü School Safety Issues
- ü Student Discipline
- ü Budgetary Decisions

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	5.00	Teacher Aide	18.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	5	6	0	0
7 to 9 years	0	0	0	0
10 or more years	1	8	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Computer Reading Lab
- ü Multipurpose Room/Athletic Facility
- ü Library
- ü Technology Lab

### Extracurricular Activities

- ü Afterschool Sports Program
- ü Afterschool Math Program
- ü Afterschool Homework Helpers
- ü Youth Enrichment Services
- ü Skills for Success
- ü Summer Reading Program
- ü Full Day Kindergarten
- ü Afterschool Chess

### Social Services

- ü Day Care
- ü Afterschool Sports Program
- ü Breakfast/Lunch Program
- ü Family Resource Center
- ü Counseling
- ü PeaceBuilder School
- ü D.A.R.E. Program
- ü Extension Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü North Central Association Accreditation.

ü 1999 U.S. Department of Education National Blue Ribbon Award.

ü The 'Skills for Success' summer program offers students academic and recreation courses during the summer months. Academic courses focus on reading, science, and technology. Recreation courses focus on arts, crafts, and athletics.

ü Summer reading program. Provides direct reading instruction to develop and maintain grade level skills and strategies.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Homer Davis Elementary School whole-heartedly embraces the PeaceBuilders concepts. All staff work closely with our students to reinforce expectations and use peaceful language and skills that create an environment of respect and responsibility.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Brett K. Bonner	(520) 696-8250
Transportation Policy	David Krogstad	(520) 696-8870
Community Resources	Family Resource Center	(520) 696-8287
School Nutrition Programs	Food Services/Sherrie Gaona	(520) 696-8260
Parent Organization	Teresa Burch	(520) 696-8250
Student Health/Nurse	Vonda Dennett	(520) 696-8252

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 250 Copies = \$97.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.